Sixth Grade Science, Technology, Environment, and Society
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**6.S.1.1. Students are able to describe how science and technology have helped society to solve problems.** **Examples**: GPS, GIS, remote sensing, prevention and treatment of diseases, vaccinations, water treatment, prosthetics

Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**6.S.2.1. Students are able, given a scenario, to identify the problem(s) of human activity on the local, regional, or global environment.** **Examples**: urban expansion, water treatment

Sixth Grade Science Technology, Environment, and Society
Performance Descriptors

Advanced	**Sixth grade students performing at the advanced level:** • list pros and cons of technological solutions to problems.
Proficient	**Sixth grade students performing at the proficient level:** • describe how science and technology have helped society to solve problems; • given a scenario, identify the problem(s) of human activity on the local, regional, or global environment.
Basic	**Sixth grade students performing at the basic level:** • recognize a problem.

Sixth Grade Science Technology, Environment, and Society
ELL Performance Descriptors

Proficient	**Sixth grade ELL students performing at the proficient level:** • recognize a current scientific problem; • ask questions related to science topics.
Intermediate	**Sixth grade ELL students performing at the intermediate level:** • recognize a scientific problem; • give simple oral responses to questions on topics presented in class.
Basic	**Sixth grade ELL students performing at the basic level:** • recognize that scientific problems exist; • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	**Sixth grade ELL students performing at the emergent level:** • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	**Sixth grade ELL students performing at the pre-emergent level:** • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Seventh Grade Science, Technology, Environment, and Society
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**7.S.1.1. Students are able to describe how science and technology are used to solve problems in different professions and businesses.** **Examples**: GPS, GIS, remote sensing, agriculture and genetics, medical and bio-technology (EKG), food industry and chemistry

Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**7.S.2.1. Students are able, given a scenario, to predict the consequence(s) of human activity on the local, regional, or global environment.** **Example**: Missouri River dams and water needs

Seventh Grade Science, Technology, Environment, and Society
Performance Descriptors

Advanced	**Seventh grade students performing at the advanced level:** • develop solutions to problems.
Proficient	**Seventh grade students performing at the proficient level:** • describe how science and technology are used to solve problems in different professions and businesses; • given a scenario, predict the consequence(s) of human activity on the local, regional, or global environment.
Basic	**Seventh grade students performing at the basic level:** • identify the problem and one possible solution.

Seventh Grade Science, Technology, Environment, and Society
ELL Performance Descriptors

Proficient	**Seventh grade ELL students performing at the proficient level:** • identify a scientific problem and one possible solution; • ask questions related to science topics.
Intermediate	**Seventh grade ELL students performing at the intermediate level:** • identify a scientific problem; • give simple oral responses to questions on topics presented in class.
Basic	**Seventh grade ELL students performing at the basic level:** • identify that scientific problems exist; • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	**Seventh grade ELL students performing at the emergent level:** • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	**Seventh grade ELL students performing at the pre-emergent level:** • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Eighth Grade Science, Technology, Environment, and Society
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**8.S.1.1. Students are able to describe how science and technology have been influenced by social needs, attitudes, and values.** **Examples**: GPS, GIS, remote sensing, Corps of Engineers (dams), NOAA (weather satellites), NASA (earth and space exploration), USGS (mapping)

Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	**8.S.2.1. Students are able, given a scenario, to offer solutions to problems created by human activity on the local, regional, or global environment.** **Examples**: global warming, deforestation

Eighth Grade Science, Technology, Environment, and Society
Performance Descriptors

Advanced	**Eighth grade students performing at the advanced level:** • defend a proposed solution or offer alternative solutions to a problem.
Proficient	**Eighth grade students performing at the proficient level:** • describe how science and technology have been influenced by social needs, attitudes, and values; • given a scenario, offer solutions to problems created by human activity on the local, regional, or global environment.
Basic	**Eighth grade students performing at the basic level:** • predict a possible consequence of a solution to a problem.

Eighth Grade Science, Technology, Environment, and Society
ELL Performance Descriptors

Proficient	**Eighth grade ELL students performing at the proficient level:** • predict possible consequences of a solution to a scientific problem; • ask questions related to science topics.
Intermediate	**Eighth grade ELL students performing at the intermediate level:** • recognize that consequences to solutions exist to a scientific problem; • give simple oral responses to questions on topics presented in class.
Basic	**Eighth grade ELL students performing at the basic level:** • recognize that solutions exist to scientific problems; • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	**Eighth grade ELL students performing at the emergent level:** • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	**Eighth grade ELL students performing at the pre-emergent level:** • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.